

School:	Student:	Date:
---------	----------	-------

STAGE OF SCHOOLING:	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
---------------------	------------------------------	-----------------------------	-----------------------------	-----------------------------

EXPLAINING

Purpose: to tell how and why things occur in scientific and technical fields.

The following assessment tasks provide students with opportunities to demonstrate their understanding of an explanation and to produce an explanation in a meaningful context.

Teachers should listen for the following common grammatical features of explanations related to the task selected:

- general nouns, e.g. frog, tadpole, cocoon;
- action verbs;
- simple present tense;
- passive voice, e.g. are laid, is grown;
- conjunctions of time and cause, e.g. then, so;
- noun groups, e.g. powerful hind legs
- abstract nouns, e.g. growth, change
- adverbial phrases;
- complex sentences;
- technical language

Assessment Tasks		Transcribe student's text here or add comments to indicate strengths and needs.
Select tasks to meet the student's stage of schooling and level of language ability.		
	Student sequences pictures of a life-cycle or process in response to an oral explanation (e.g. plant, butterfly, frog). (Receptive)	
	Student is provided with oral instructions for a class activity or procedure (e.g. library borrowing, lunch ordering, logging on to the computer, setting up their password, etc.) to follow. (Receptive)	
	Student explains different stages of a cycle or process, using pictures or diagram as a reference (either animal, plant or process). (Productive)	
	Student explains the purpose for a school rule. (Productive)	
	Student explains how something works, or a process - e.g. getting to school (street directions, etc.) (Productive)	
	Student explains something that has happened personally (e.g. playground issue, an incident, etc.) (Productive)	